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# *Information Bulletin*

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## *Grade 9 English Language Arts*

**1993-94  
School Year**

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	
General Audience	
Others	✓ Superintendents

This bulletin contains general information about the 1994 Achievement Testing Program and information specific to the Grade 9 English Language Arts Achievement Test. Additional copies of the bulletin may be obtained by telephoning Alberta Education at 427-0010.

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## General Information

The Achievement Testing Program provides Alberta Education, school jurisdictions, schools, and the public with information significant at the provincial and local levels about what students know and can do in relation to provincial standards. It does not provide information to be used for student placement or promotion.

The assessments are administered on a four-year cycle in four subject areas—language arts, social studies, mathematics, and science—and at three grade levels—3, 6, and 9.

The assessments are based on provincial standards as reflected in the *Program of Studies* prescribed by the Minister of Education. Classroom teachers from across the province participate in developing and field testing the assessment instruments.

### Administering the Assessment

Information about the nature and administration of the Achievement Testing Program, about exemptions and special provisions, and about students receiving instruction in French can be found in the *Achievement Testing Program General Information Bulletin, 1993–94 School Year*, which has been mailed to all superintendents and principals.

### Schedule

The achievement tests must be administered during the week of June 6 to June 10, 1994. The tests can be scheduled at any time during that week, as approved by the superintendent. We recommend, however, that schools organize their calendars so that the tests are completed on Tuesday, June 7.

Students who are absent when the tests are administered and who return to school by June 10 must write the tests upon their return. By scheduling the tests early in the week, schools can ensure that most, if not all, absentees are tested. The tests from a school must be returned to Alberta Education as soon as possible after completion, but no later than June 13, 1994.

The tests that will be administered in 1994 are:

Grade 3 Mathematics (English and French translation)

Grade 6 Science (English and French translation)

Grade 9 English Language Arts (*Part A: Writing* and *Part B: Reading*)

Français 9<sup>e</sup> Année (*Partie A: Production écrite* and *Partie B: Lecture*)

Students in Grade 9 French Immersion and Francophone programs are expected to write the Grade 9 English Language Arts Achievement Test and the Français 9<sup>e</sup> Année Test de rendement. We recommend that these two tests be scheduled two days apart.

Alberta Education will send enrolment forms to schools by February 1994 requesting an indication of how many English and French tests are required. These forms must be returned through jurisdiction offices by March 5, 1994.

The principal is responsible for ensuring the security of the tests from the time they are received until they are returned to Alberta Education. To minimize any risks to security, we recommend that all students in the school complete the test on the same day.



## ***Reporting the Results***

In mid-October 1994, each school jurisdiction will receive a district profile and school reports for their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staffs (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

We also expect that Individual Student Reports will be shared, upon request, with parents.

In December 1994, provincial results will be made public through the annual *Achievement Testing Program Provincial Report*.

## ***Broadened Assessment Initiatives***

The Student Evaluation Branch has developed instruments to collect a broader base of information to help provide a more complete picture of what students know and can do. These instruments will be administered to a provincial sample of students in the spring of 1994 as follows:

### **Grade 3**

- open-ended problem-solving activities in mathematics

### **Grade 6**

- performance tasks in science

### **Grade 9**

- listening and viewing skills activities in English Language Arts

The information from these broadened assessments will complement that already provided by the provincial achievement instruments.

# ***Description of Language Arts Assessment Standards***

## ***Introduction***

The provincial standards below are used to assess how well students have learned Grade 9 English Language Arts. While these standards primarily reflect the general learner expectations of the Alberta course of studies, they describe essential learnings that all Alberta students are expected to achieve. Provincial standards are useful, therefore, for assessing Grade 9 students in all types of school programs—public, private, and home education.

## ***Acceptable Standard***

Students meeting the acceptable standard in Grade 9 English Language Arts are expected to demonstrate sustained interest in reading, viewing, and listening to relatively short, uncomplicated stories, documentaries, and dramatic works.

Students who meet the acceptable standard should be able to deal with uncomplicated, familiar details and ideas that are directly presented. They should be able to expand in writing the narration of a personal experience and, sometimes, depending on the context, they should be able to elaborate somewhat on their ideas and sustain a topic for several pages of writing using appropriate but conventional details.

These students are expected to organize concrete, factual materials that contain simple ideas. They should be able to understand more complex techniques of literary structure or organization such as cause and effect, foreshadowing, flashback, and comparison and contrast. On occasion, these students are able to apply that knowledge to unfamiliar literature or apply these techniques in their own writing.



Students who meet the acceptable standard should be able to analyze and synthesize ideas in a familiar context when the experience is close in time to their own experiences. The expectation is that, unassisted, these students will be successful with conventional tasks, and with conscious effort and/or assistance, they should be able to complete increasingly complex tasks.

Those students who meet the acceptable standard are expected to independently understand, organize, and articulate course-related ideas and concepts in a concrete, direct, personal, and relatively uncomplicated manner. They should be able to read relatively simple, short novels, non-fiction selections, and narrative poems, and then clearly and correctly articulate (orally and in writing) the main idea, sequence of events, key details, and features of character and form.

### ***Standard of Excellence***

The expectation is that students who meet the standard of excellence in Grade 9 English Language Arts are confident learners who read widely (mystery, romance, adventure, speculative fiction, poetry) to search for information from text or just for pleasure.

To meet this standard, students are expected to read, write, and reflect on print and non-print text from many perspectives. They should be able to deal with abstract and complex details and ideas, and readily take risks with unfamiliar material. They should be able to analyze and evaluate ideas received from a wide variety of sources and appreciate how analysis can deepen their appreciation of the work. These students can be expected to express their analysis through a variety of modes (writing, oral presentation, drawing, dramatization) with pertinent, specific, and imaginative detail.

Students meeting the standard of excellence should be able to coherently develop and organize more abstract, complex material. They are expected to establish an appropriate focus for communication and select ideas and language to suit different purposes and audiences. Without teacher assistance, they should be able to identify areas in their own writing that need to be revised and/or elaborated. It is expected that their final products are essentially error free.

These students should be able to demonstrate interest, enthusiasm, and imagination when dealing with details and ideas that demand complex thought and understanding.

## ***Grade 9 English Language Arts Assessment***

The assessment is composed of two parts:

*Part A: Writing* consists of one writing assignment to be given during a two-hour period.

*Part B: Reading* (multiple-choice), to be administered during a period of one and one-half hours, consists of 65 multiple-choice questions based on reading selections from fiction, nonfiction, poetry, and visual media.

*Part B: Reading* has two booklets—one containing reading passages and one containing the test questions. Answers are to be recorded on a separate machine-scorable answer sheet.

Students may use a dictionary and/or thesaurus when completing **only Part A: Writing**.



## ***Part A: Writing***

*Part A: Writing* consists of a writing assignment to be directed to an audience and related to a selection of literature (fiction, nonfiction, or poetry) provided in the assessment booklet. Students will be allowed to choose the format that will best fit their approach to the assignment (narrative, letter, editorial, or a series of diary/journal entries).

The booklet for *Part A: Writing* includes pages labelled Planning and Rough Draft, and Revised Copy. This format is designed to reflect the writing process model.

Although specific marks will not be given for planning and drafting, markers will be advised to take these elements into consideration when scoring student work, especially in cases where students do not have ample time to complete a Revised Copy.

The writing blueprint is on page 5 of this bulletin and is followed by a sample assignment, for classroom use, that illustrates the kind of assignment that will appear on the 1994 assessment.

### ***Blueprint for Part A: Writing***

The blueprint that follows on page 5 outlines Part A of the Grade 9 English Language Arts Achievement Test. It delineates the categories under which summary data will be reported to school jurisdictions.

## ***Important Information to Note!***

*Part A: Writing* of the 1994 English Language Arts Achievement Test will have an accompanying audio tape; therefore, you must make arrangements to have a cassette player in your classroom on the day of the test.



**Part A: Writing  
Blueprint**

Reporting Category	Description of Writing Assignment	Standards
<p><b>*Content</b> (Selecting Ideas and Details to Achieve a Purpose)</p> <p>The student should be able to respond to a selection of literature and communicate that response appropriately to a specified audience.</p>	<p>The writing assignment is a response to a selection of literature provided in the test booklet. The student may use ideas from previous experience and/or reading. The assignment allows the student to select the format that would benefit his/her approach to the prompt.</p>	<p>The student's achievement in each reporting category will be described according to the following standard statements:</p> <p>Meets the standard of excellence</p> <p>Approaches the standard of excellence</p> <p>Clearly meets the acceptable standard</p> <p>Approaches the acceptable standard</p> <p>Clearly below the acceptable standard</p> <p>INS insufficient</p>
<p><b>*Organization</b> (Organizing Ideas and Details into a Coherent Whole)</p> <p>The student should be able to organize the response effectively and coherently to produce a unified composition that achieves the student's purpose for writing.</p>		
<p><b>Sentence Structure</b> (Structuring Sentences Effectively)</p> <p>The student should be able to use a variety of sentence types and structures to achieve clarity, interest, and emphasis.</p>		
<p><b>Vocabulary</b> (Selecting and Using Words and Expressions Correctly and Effectively)</p> <p>The student should be able to use words and expressions appropriately and effectively to communicate to the specified audience and to achieve the student's purpose.</p>		
<p><b>Conventions</b> (Using the Conventions of Written Language Correctly and Effectively)</p> <p>The student should be able to communicate clearly by adhering to appropriate spelling, punctuation, and grammar conventions.</p>		

\*These categories are weighted to be worth twice as much as each of the others.



## **Marking**

*Part A: Writing* will be marked in Edmonton during the week of July 11 to 15, 1994. Group leaders will meet on Monday, July 11.

Markers will be junior high school teachers selected from those whom superintendents have recommended as markers to the Student Evaluation Branch. To qualify for recommendation by a superintendent, a prospective marker must be currently teaching Grade 9 Language Arts, have taught it for at least two years, have a permanent Alberta teaching certificate, and be employed by a school jurisdiction at the time of marking.

The branch will contact superintendents in the spring of 1994 for their recommendations of markers. The approximately 150 teachers selected will reflect proportional representation from the various regions of Alberta. Markers will be contacted in May. The list of markers will be finalized no later than June 15, 1994.

Teachers will mark each student's paper once only, using the marking guides in this bulletin. Approximately 200 papers will be marked a second time, by a different marker, to check reliability.

## **Confirming Standards**

Confirming standards is a process whereby some teachers who are selected for marking are asked to make judgments about the achievement test to answer the question of whether province-wide performance is good enough. For more information on the confirming standards process, refer to the *Achievement Testing Program Provincial Report, June 1992 Administration*. For more information on the selection of teachers for participation in the confirming standards process, refer to the *Achievement Testing Program General Information Bulletin, 1993-94 School Year*.

## **Sample Writing Assignment**

The sample assignment that follows on pages 7 to 9 is similar in format and content to the assignment on the Grade 9 English Language Arts *Part A: Writing* component. Adequate space for planning, drafting, and revised work will be provided in the writing booklet.



**GRADE 9 ACHIEVEMENT TEST  
ENGLISH LANGUAGE ARTS**

**Part A: Writing**

**TO THE TEACHER**

- Please read the instructions on this page to the students.

**DESCRIPTION**

- In this test, you are asked to read lyrics\* that may provide ideas to help you complete the **writing assignment**.
- Time: You have two hours to complete the assignment.

**INSTRUCTIONS**

- You may use a non-electronic **English Language Dictionary** and a **Thesaurus**.
- Write your ideas on the pages labelled **PLANNING** and **ROUGH DRAFT**.
- Write your revised work in **blue** or **black ink** on the pages labelled **REVISED WORK**.
- Remember that you may make changes and corrections on your revised work.

**EVALUATION**

- Your composition will be evaluated on **what** you say and **how well** you say it (on **Content, Organization, Sentence Structure, Vocabulary, and Conventions**).

**JUNE 1994**

\*Listening to the lyrics sung on tape will simulate the way in which the actual assessment will be administered.

**WRITTEN RESPONSE TO LITERATURE**

Read the lyrics “Wind Beneath My Wings” and complete the writing assignment that follows.

**Wind Beneath My Wings**

It must have been cold there in my shadow  
Never have sunlight on your face  
You were content to let me shine  
You always walked a step behind

So I was the one with all the glory  
While you were the one with all the strength  
A beautiful face without a name for so long  
A beautiful smile to hide the pain

Did you ever know that you are my hero?  
And everything I would like to be  
I can fly higher than an eagle  
You are the wind beneath my wings.

It might have appeared to go unnoticed  
But I’ve got it all here in my heart  
I want you to know I know the truth, ’cause I know  
For I would be nothing without you

Did you ever know that you are my hero?  
You are everything I would like to be  
I can fly higher than an eagle  
You are the wind beneath my wings.

Did I ever tell you you’re my hero?  
You’re everything, everything I would like to be  
Oh, I can fly higher than an eagle  
For you are the wind beneath my wings.



### *Sample Writing Assignment (continued)*

At some time in their lives, most people have someone whom they admire or try to be like. In these lyrics, the speaker pays tribute to such a person.

**Who's your hero? Write about the person or people whose character strengths or personality traits you think are worthy of respect and admiration in today's society. You may draw from personal experiences or from readings you have done on your own in social studies, in health, or in other subjects.**

Your response **may** take the form of a(n)

- Narrative
- Letter
- Editorial

In your writing

- Consider** your audience
- Focus** on the purpose of your writing
- Make** specific references to literature **if you wish**
- Organize** your writing appropriately
- Budget** your time
- Proofread** and correct your revised work.

**Please turn the page and begin your writing.**

**Reporting Category: Content\***

When marking **Content**, the marker should consider how effectively the writer

- establishes a purpose
- chooses ideas
- supports the response
- considers the reader

**Meets the  
Standard of Excellence**

- The writer's purpose, whether stated or implied, is clearly established and sustained.
- The ideas used by the writer are carefully chosen and perceptive.
- Supporting details are precise and often creative.
- Such writing captivates and holds the reader's interest, and may be lively and/or imaginative.

**Approaches the  
Standard of Excellence**

- The writer's purpose, whether stated or implied, is clearly established and generally sustained.
- The ideas used by the writer are thoughtful.
- Supporting details are relevant and specific.
- Such writing engages and holds the reader's interest.

**Clearly Meets the  
Acceptable Standard**

- The writer's purpose, whether stated or implied, is established but may not be sustained.
- The ideas chosen by the writer are appropriate but conventional.
- Supporting details are relevant but general.
- Such writing generally holds the reader's interest.

**Approaches the  
Acceptable Standard**

- The writer's purpose, whether stated or implied, is vaguely established and may not be sustained.
- The ideas chosen by the writer are superficial.
- Supporting details are scant, vague, and/or irrelevant.
- Such writing does not hold the reader's interest.

**Clearly Below the  
Acceptable Standard**

- The writer's purpose may be unclear; if a purpose is stated or implied, it is not sustained.
- The ideas chosen by the writer are inappropriate.
- Supporting details are irrelevant, inappropriate, and/or lacking.
- Such writing is frustrating for the reader.

**INS    Insufficient**

- The student has written so little that it is not possible to assess the content.

---

\*as is appropriate for Grade 9



## Reporting Category: Organization\*

When marking **Organization**, the marker should consider how effectively the writing demonstrates

- focus
- coherent order
- connections between events and/or details
- closure

### **Meets the Standard of Excellence**

- The introduction is purposeful and interesting, and it clearly establishes an appropriate focus that is sustained throughout.
- Events and/or details are arranged in a purposeful and effective order, and coherence is maintained.
- Transitions, either explicit or implicit, effectively connect events and/or details.
- Closure is evident and purposeful.

### **Approaches the Standard of Excellence**

- The introduction is purposeful and clearly establishes an appropriate focus that is generally maintained throughout.
- Events and/or details are arranged in a purposeful order, and coherence is generally maintained.
- Transitions, either explicit or implicit, appropriately connect events and/or details.
- Closure is related to the focus.

### **Clearly Meets the Acceptable Standard**

- The introduction is functional and establishes a focus that may be inconsistently maintained.
- Events and/or details are arranged in a discernible order, although coherence may falter occasionally.
- Transitions may be missing in places or may not be appropriate.
- Closure is mechanical and/or artificial.

### **Approaches the Acceptable Standard**

- The introduction may lack purpose and/or may not be functional; any focus established by the writer may not be maintained.
- The arrangement of events and/or details is not clearly discernible, and coherence falters frequently.
- Transitions are rarely used.
- Closure may be unrelated to the focus.

### **Clearly Below the Acceptable Standard**

- The introduction, if present, is not functional or is inappropriate; no focus is established.
- The arrangement of events and/or details is haphazard and incoherent.
- Transitions are lacking or are used inappropriately.
- Closure is inappropriate, unconnected, or missing.

### **INS Insufficient**

- The writing has been awarded an INS for **Content**.

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\*as is appropriate for Grade 9

## Reporting Category: Sentence Structure\*

When marking **Sentence Structure**, the marker should consider

- the degree to which the writer frames grammatically correct sentences
- the effectiveness and variety of sentence type and length

### **Meets the Standard of Excellence**

- Sentence structure is effectively and consistently controlled.
- Sentence type and length are effective and varied; run-on sentences and/or sentence fragments, if present, are used successfully for effect.

### **Approaches the Standard of Excellence**

- Sentence structure is controlled.
- Sentence type and length are usually effective and varied; run-on sentences and/or sentence fragments, if present, do not impede meaning.

### **Clearly Meets the Acceptable Standard**

- Sentence structure is generally controlled.
- Sentence type and length are sometimes effective and varied; run-on sentences and/or sentence fragments, if present, occasionally impede meaning.

### **Approaches the Acceptable Standard**

- Control of sentence structure is sometimes lacking.
- Sentence type and length are rarely effective and varied; run-on sentences and/or sentence fragments, if present, often impede meaning.

### **Clearly Below the Acceptable Standard**

- Control of sentence structure is generally lacking.
- There is no deliberate variation of sentence type or length; run-on sentences and/or sentence fragments, if present, severely impede meaning.

### **INS Insufficient**

- The writing has been awarded an INS for **Content**.

---

\*as is appropriate for Grade 9



## Reporting Category: Vocabulary\*

When marking **Vocabulary**, the marker should consider

- the effectiveness of the words and expressions selected by the writer
- the accuracy of the words and expressions selected by the writer
- the appropriateness of the tone

### **Meets the Standard of Excellence**

- Specific words and expressions are carefully selected with an awareness of connotative effect.
- Words are used accurately and deliberately to fulfill the purpose.
- The tone is appropriate for the focus established by the writer and for the specified audience and is controlled throughout.

### **Approaches the Standard of Excellence**

- Specific words and expressions show some evidence of careful selection and some awareness of connotative effect.
- Words are used accurately and often effectively.
- The tone is appropriate for the focus established by the writer and for the specified audience and is generally controlled.

### **Clearly Meets the Acceptable Standard**

- General words and expressions are sometimes used when specific words would have been more effective.
- Words are generally used accurately.
- Attention to tone may be uneven.

### **Approaches the Acceptable Standard**

- General, rather than specific, words predominate.
- Specific words, if present, are frequently misused.
- Tone is not clearly established or is inappropriate.

### **Clearly Below the Acceptable Standard**

- General words that convey only vague meanings are used.
- No tone has been established.

### **INS Insufficient**

- The writing has been awarded an INS for **Content**.

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\*as is appropriate for Grade 9

## Reporting Category: Conventions\*

When marking **Conventions**, the marker should consider

- the extent to which the writer has control of mechanics (spelling, punctuation, capitalization, etc.) and grammar (agreement of subject-verb/pronoun-antecedent/pronoun reference, etc.)
- clarity of the communication

**Proportion of error to length and complexity of response must be considered.**

### **Meets the Standard of Excellence**

- The writing is essentially free from errors in spelling, punctuation, and grammar.
- The relative absence of error is impressive considering the complexity of the response.

### **Approaches the Standard of Excellence**

- The writing has few errors in spelling, punctuation, and grammar.
- Any errors that are present do not reduce the clarity of communication.

### **Clearly Meets the Acceptable Standard**

- The writing has occasional errors in spelling, punctuation, and grammar.
- Errors that are present seldom reduce the clarity of communication.

### **Approaches the Acceptable Standard**

- The writing has frequent errors in spelling, punctuation, and grammar.
- Many of these errors reduce the clarity of communication.

### **Clearly Below the Acceptable Standard**

- The writing has numerous errors in spelling, punctuation, and grammar that are both noticeable and jarring.
- These errors severely reduce the clarity of communication.

### **INS Insufficient**

The writing has been awarded an INS for **Content**.

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\*as are appropriate for Grade 9



## *Part B: Reading*

*Part B: Reading* of the Grade 9 English Language Arts Achievement Test consists of 65 machine-scorable questions based on reading selections from fiction, nonfiction, poetry, and visual media.

The reading blueprint on page 16 shows the distribution of the sample questions on the following pages. These questions illustrate the nature and complexity of those that will appear on the 1994 test, although the emphasis may be slightly different.

### *Development*

Reading selections were chosen according to the following general guidelines:

- Reading selections, whenever possible, should be relatively short but should be complete works containing a beginning, a middle, and an end.
- Reading selections should reflect the interests of the majority of Grade 9 students.
- Reading selections should be of appropriate difficulty for Grade 9 students.
- Canadian content should be used extensively.

The following considerations guided question development:

- Questions related to each reading selection should be arranged from least to most difficult or from specific to general, wherever practical.

- Questions should test the student's ability to understand and analyse the reading selections and to make judgments about their form and content. Only questions dealing with significant aspects of the reading selections should be asked.
- The assessment blueprint must support important learnings reflected in the Language Arts *Program of Studies, Junior High Schools*.

## Blueprint for Sample Reading Questions

Reporting Category	Question Distribution by Language Function		Number of Questions	Per Cent of Test*
	Informational ( <i>efferent</i> )	Narrative/Poetic ( <i>aesthetic</i> )		
1. <b>Attending to Details</b> The student should be able to construct meaning from prior experience and by attending to and interpreting details related to format cues and character (actions, motives, and values), setting, action, and events, conflict, and mood in a reading selection.	6, 7, 12	1	4	33
2. <b>Identifying the Organization of Ideas</b> The student should be able to identify and understand the relationship of the author's intention and point of view in a reading selection to the choice of form and writing style and to organizational methods such as chronological order, cause/effect, foreshadowing, flashback, and comparison/contrast	11	2, 5, 8	4	33
3. <b>Associating Meaning</b> The student should be able to associate meanings of words and expressions from prior knowledge and contextual clues, and determine the meaning and effect of the more common types of figurative language in a reading selection.	10	4	2	17
4. <b>Synthesizing Ideas</b> The student should be able to synthesize ideas from the entire reading selection in order to deduce the main idea, to construct meaning, and to predict plausible outcomes or conclusions.		3, 9	2	17
Total Number of Items	5	7	12	100
Total Per Cent	42	58	100	100

\*Percentages are approximate and will vary according to the reading selections chosen.



## Sample Reading Questions

- I. Read the excerpt from “The Portable Phonograph” and answer questions 1 to 5 which follow.

### THE PORTABLE PHONOGRAPH

The red sunset, with narrow black cloud strips like threats across it, lay on the curved horizon of the prairie. The air was still and cold, and in it settled the mute darkness and greater cold of the night. High in the air there was wind, for through the veil of the dusk the clouds could be seen gliding rapidly south and changing shapes. A queer sensation of torment, of two-sided, unpredictable nature, arose from the stillness of the earth air beneath the violence of the upper air. Out of the sunset, through the dead, matted grass and isolated weed stalks of the prairie, crept the narrow and deeply rutted remains of a road. In the road, in places, there were crusts of shallow, brittle ice. There were little islands of an old oiled pavement in the road too, but most of it was mud, now frozen rigid. The frozen mud still bore the toothed impress of great tanks, and a wanderer on the neighboring undulations might have stumbled, in this light, into large, partially filled-in and weed-grown cavities, their banks channeled and beginning to spread into badlands. These pits were such as might have been made by falling meteors, but they were not. They were the scars of gigantic bombs, their rawness already made a little natural by rain, seed, and time. Along the road there were rakish remnants of fence. There was also, just visible, one portion of tangled and multiple barbed wire still erect, behind which was a shelving ditch with small caves, now very quiet and empty, at intervals in its back wall. Otherwise there was no structure or remnant of a structure visible over the dome of the darkening earth, but only, in sheltered hollows, the darker shadows of young trees trying again.

*Walter Van Tilburg Clark*

1. As this story begins, the author seems to be creating a certain mood through
  - A. plot
  - B. interesting dialogue
  - C. setting
  - D. characters' figurative language
2. The author implies that prior to the story, a
  - A. drought has occurred
  - B. natural disaster has occurred
  - C. war has occurred
  - D. meteor shower has occurred

3. The line(s) that indicates that time has passed is
- A. “the dead, matted grass” (line 6)
  - B. “the narrow and deeply rutted remains of a road” (lines 7–8)
  - C. “there were rakish remnants of fence” (line 15)
  - D. “the darker shadows of young trees trying again” (lines 19–20)
4. The word “scars” in line 14 refers to
- A. visible lines created by old injuries
  - B. pits created by explosions
  - C. craters made by meteorites
  - D. ridges left by passing tanks
5. The type of writing used by this author is
- A. biographical
  - B. narrative
  - C. expository
  - D. descriptive



**II. Below are two descriptions of Hawaiian Vacation Packages. Read each of them carefully and answer questions 6 and 7 which follow.**

## Waikiki/ Hilton Hawaiian Village 3 or 7 Nights

From **\$160** per person double

Fabulous Waikiki Beach is your headquarters for this exciting tour package and the choice of things to do is strictly up to you. Spend your days sightseeing, shopping, or just relaxing on the warm, sunny beach. Take a stroll at sunset and watch the surrounding hills come alive with tiny pinpoints of light. There's nothing quite like it in all the world.

### Package Includes:

- 3 or 7 nights at Hilton Hawaiian Village on Waikiki Beach
- Traditional Hawaiian lei greeting in Honolulu
- Round-trip transfers between airport and hotel
- Porterage of 2 pieces of luggage per person including gratuities
- Rental car for 1 day with unlimited mileage (24 hours per day, 1 car per room) or  $\frac{1}{2}$  day city tour (Pick up car at Hilton Hawaiian Village)
- Local host on hand to assist during your stay
- 4% Hawaii State Tax

3/7 Nights—Effective 1/1-12/17/85 ITAA\*AHT03/7

Hotel/ Room Grade	No. of Nights	\$Price Per Person		
		Double	Single	Triple
Hilton Hawaiian Village				
Ocean Tower	3	160.00	285.00	150.00
	7	299.00	570.00	275.00
Extra Nights		39.00	78.00	32.00
Hilton Hawaiian Village				
Tapa Tower	3	195.00	350.00	170.00
	7	390.00	725.00	315.00
Extra Nights		52.00	104.00	40.00
Hilton Hawaiian Village				
Rainbow Tower	3	235.00	430.00	185.00
	7	485.00	940.00	375.00
Extra Nights		65.00	130.00	49.00

## Kauai Puka Pak 3 Days/2 Nights

From **\$96** per person double

If you're looking for an unspoiled paradise of rustling palms, sparkling sand beaches, azure seas, and an unhurried pace, the Garden Isle—Kauai—is for you. There's sport fishing, swimming, snorkeling, scuba diving. Golf, tennis, riding, hiking and exploring. Sample it all with this modestly priced package.

### Package Includes:

- 2 nights accommodations in Kauai at the hotel selected
- Choice of either:
  - A) Round-trip transfers from airport and hotel and Wailua River/Fern Grotto tour
  - OR
  - B) Use of Tropical Rent-A-Car for 48 hours with unlimited mileage
- Porterage for two pieces of luggage per person including gratuities
- 4% Hawaii State Tax

3 days/2 Nights—Effective 1/1-12/17/85 ITAA\*AKPP2

\$ Price Per Person						
Hotel/Room Category	Sightseeing	Double		Sightseeing	Single	
		Car	Extra Nights		Car	Extra Nights
Kauai Surf (Standard) (Superior)	96.00	87.00	36.40	169.00	197.00	72.80
	114.00	110.00	46.80	203.00	219.00	93.60
Coco Palms (Superior) (Deluxe)	110.00	116.00	36.40	196.00	231.00	72.80
	121.00	127.00	43.16	217.00	252.00	86.32
The Waiohai (Standard)	140.00	134.00	52.00	244.00	267.00	104.00

Extra Night rate does not include car. If desired add \$14.15 per car per night  
• Triple and Children's rates available on request.

See page 3 for Fine Print.

6. An extra night in a deluxe suite at the Coco Palms Hotel, based on double occupancy, costs
- A. \$86.32
  - B. \$36.40
  - C. \$72.80
  - D. \$43.16
7. Which of the following is not included in both packages?
- A. Rental car
  - B. Traditional Hawaiian lei greeting
  - C. Hawaiian state tax
  - D. Round trip transfers between airport and hotel



III. Read “Jamie” and answer questions 8 and 9 which follow.

JAMIE

- When Jamie was sixteen,  
Suddenly he was deaf. There were no songs,  
No voices any more.  
He walked about stunned by the terrible silence.
- 5 Kicking a stick, rapping his knuckles on doors,  
He felt a spell of silence all about him,  
So loud it made a whirring in his ears.  
People moved mouths without a sound escaping:  
He shuddered at the straining of their throats.
- 10 And suddenly he watched them with suspicion,  
Wondering if they were talking of his faults,  
Were pitying him or seeing him with scorn.  
He dived into their eyes and dragged up sneers,  
And sauntering the streets, imagined laughter behind him.
- 15 Working at odd jobs, ploughing, picking potatoes,  
Chopping trees in the lumber woods in winter,  
He became accustomed to an aimless and lonely labor.  
He was solitary and unloquacious as a stone,  
And silence grew over him like moss on an old stump.
- 20 But sometimes, going to town,  
He was sore with the hunger for company among the people,  
And, getting drunk, would shout at them for friendship,  
Laughing aloud in the streets.  
He returned to the woods,
- 25 And dreaming at night of a shining cowboy heaven  
Where guns crashed through his deafness, woke morose,  
And chopped the necks of pine trees in his anger.

*Elizabeth Brewster*

8. Jamie was “stunned by the terrible silence” (line 4) because he
- A. was born deaf and yearned to hear
  - B. did know what it was like to hear
  - C. had seen people watching him with suspicion
  - D. did not know if people were laughing and talking about him
9. Which line **best** suggests that Jamie needs a friend?
- A. “He became accustomed to an aimless and lonely labor”
  - B. “And, getting drunk, would shout at them for friendship”
  - C. “dreaming at night of a shining cowboy heaven”
  - D. “He was sore with the hunger for company among the people”

**IV. Read “Abby Hoffman” and answer questions 10 to 12 which follow.**

**ABBY HOFFMAN (1947- )**

Abby Hoffman’s parents encouraged her in sports from an early age. They did not believe in separate activities for girls and boys. Hoffman participated in a wide variety of sports, such as hiking, swimming, baseball and hockey.

5 In fact, as Ab Hoffman she played in the Little Toronto Hockey League. It was newly formed and Hoffman waited in a line of thousands of kids to register for a team. She always wore her hockey equipment to the rink and her hair was short, so no one suspected that her birth certificate read “Abigail Golda Hoffman.” When she made the all-star team, a check of the birth certificate to confirm her age revealed that Ab was really a girl! No one could believe it. Much publicity followed. The story made Time magazine and was in  
10 newspapers all across Canada. Hoffman played for the remainder of the season in spite of the commotion. There was one difference—she now had her own dressing room. The following year she was not permitted to join the boys’ league and she refused to play in a new girls’ league.

At age 10, Hoffman entered competitive swimming. She trained extremely hard to  
15 become Ontario’s champion in backstroke and breaststroke. Good swimmers usually have a short, muscular build. Hoffman, however, grew tall and thin. On her coach’s advice she decided to try track and field where her height would be an advantage.

Hoffman began training rigorously. She ran alone every morning and at night trained with members of the Toronto Olympic Club. It has been estimated that she trained about  
20 12 times per week. She rarely missed a practice. During 15 years of international competition, Hoffman won many awards including a gold medal in the 1966 Commonwealth Games. In 1981, Hoffman was appointed Director of Sport Canada, a government agency dealing with amateur sport in Canada. She believes that all Canadians should be fit and that all Canadian students should have equal opportunity to participate in  
25 sports. Often, less money is spent on equipment for females. According to Hoffman, females need encouragement to be more actively involved in sports. She has never believed that girls should be on the sidelines. She certainly never was.

*from the Women of Canada Kit, Federation of Women Teachers’ Association of Ontario*

10. The phrase “in spite of” (line 10) means

- A. because of
- B. along with
- C. as a result of
- D. even though



11. The statement that expresses an opinion is
- A. "a check of the birth certificate to confirm her age revealed that Ab was really a girl"
  - B. "At age 10, Hoffman entered competitive swimming"
  - C. "In 1981, Hoffman was appointed Director of Sport Canada"
  - D. "Often, less money is spent on equipment for females"
12. A word which would **best** describe Abby Hoffman's **dominant** personality trait would be
- A. deceitful
  - B. demanding
  - C. docile
  - D. determined

### ***Key and Descriptors for Sample Questions***

<b>Question #</b>	<b>Key</b>	<b>Language Function</b>	<b>Reporting Category</b>	<b>Curriculum Standard</b>	<b>Examples of Assessment Standard*</b>
1	C	Narrative/poetic	Attending to Details	interpret mood by attending to format cues	A
2	C	Narrative/poetic	Identifying the Organization of Ideas	infer author's intent, through style	A
3	D	Narrative/poetic	Synthesizing Ideas	draw conclusions by synthesizing information presented	E
4	B	Narrative/poetic	Associating Meaning	identify connotation of words beyond their literal meaning	A
5	D	Narrative/poetic	Identifying the Organization of Ideas	understand author's choice of form	A
6	D	Informational	Attending to Details	use headings to assist reading	E
7	B	Informational	Attending to Details	focus on key details in a passage	A
8	B	Narrative/poetic	Identifying the Organization of Ideas	recognize cause and effect relationships	E
9	D	Narrative/poetic	Synthesizing Ideas	draw conclusions by synthesizing information	A
10	D	Informational	Associating Meaning	identify meaning of a phrase from its context	A
11	D	Informational	Identifying the Organization of Ideas	understand author's choice of form	A
12	D	Informational	Synthesizing Ideas	draw conclusions by synthesizing information	E

\*A—Students meeting the acceptable standard should be able to correctly answer questions such as these; E—In addition to answering the questions identified for the acceptable standard, students meeting the standard of excellence should be able to correctly answer questions such as these.



## Reading Blueprint

The blueprint for *Part B: Reading* shows the reporting categories and language function under which questions are classified, and indicates the approximate number of questions in each category.

### Part B: Reading Grade 9 Language Arts Achievement Test, June 1994

Reporting Category	Question Distribution by Language Function		Number of Questions	Per Cent of Test*
	Informational ( <i>effrent</i> )	Narrative/Poetic ( <i>aesthetic</i> )		
1. <b>Attending to Details</b> The student should be able to construct meaning from prior experience and by attending to and interpreting details related to format cues and character (actions, motives, and values), setting, action, and events, conflict, and mood in a reading selection.	4	6	10	15
2. <b>Identifying the Organization of Ideas</b> The student should be able to identify and understand the relationship of the author's intention and point of view in a reading selection to the choice of form and writing style and to organizational methods such as chronological order, cause/effect, foreshadowing, flashback, and comparison/contrast	6	9	15	25
3. <b>Associating Meaning</b> The student should be able to associate meanings of words and expressions from prior knowledge and contextual clues, and determine the meaning and effect of the more common types of figurative language in a reading selection.	8	12	20	30
4. <b>Synthesizing Ideas</b> The student should be able to synthesize ideas from the entire reading selection in order to deduce the main idea, to construct meaning, and to predict plausible outcomes or conclusions.	8	12	20	30
Total Number of Items	26	39	65	100
Total Per Cent	40	60	100	100

\*Percentages are approximate and will vary according to the reading selections chosen.

## ***Performance-Based Assessment***

The performance-based assessment in listening and viewing addresses some of the important areas of learning that cannot be assessed by means of machine-scorable instruments. It provides a broader picture of what students know and can do.

In 1994, a provincial sample of students will participate in this assessment, which consists of two parts. Each part requires approximately sixty minutes to complete. Those schools selected for the assessment will need a V.C.R. and audio cassette machine. Schools that have been selected for this study will be notified in April 1994.

## ***Learning Contexts Survey***

In 1994, learning context survey questionnaires will be completed by a provincial sample of Grade 9 teachers and students.

The purpose of the student questionnaires is to examine the extent to which important language learning attitudes are evident, to look at students' attitudes toward language arts, and to correlate these attitudes with achievement.

The purpose of the teacher questionnaire is to study the effect that the classroom environment and a variety of instructional strategies have on students' achievement.

## ***Suggestions for Students***

Share the following information with your students to help them prepare for the Language Arts Achievement Test.

*I strongly advocate preparing children to understand tests and testing through extensive class discussion about the makeup of the test and how to take it, and then adequate practice to find out their own particular weaknesses in approaching tests.*

*—Graves, p. 183*

Have students do the sample questions included in this bulletin or use a past Achievement Test. Then have students share strategies they used to answer the questions.

## **Part A: Writing**

*Plan the available time carefully.* We suggest that you use all the time available to you to carefully *read* the assignment and *think* about what you are being asked to do, to *plan* your writing so that it is focused, unified, and coherent, and to *proofread* your writing. You will have two hours to complete the assignment.

*Read all the instructions carefully and do what the assignment asks you to do.* The time you spend in reading and thinking about the assignment is time well spent. Many students find that highlighting or underlining key words in the assignment helps them to focus on what is expected.

*Plan your writing using the pages provided.* Choose a planning strategy that helps you to focus your ideas. You may want to try:

- webbing
- using a chart
- listing (main ideas, character, etc.)
- using a plot outline (diagram)
- using a RAFTS model (role, audience, focus, topic, strong verb)



*Use your reference materials.* You are allowed the use of a dictionary and a thesaurus when writing Part A. Use your dictionary to look up the meanings of words that you want to use but are not completely sure about. Ensure that you spell words correctly by looking them up. Use your thesaurus carefully. It can be useful if you need to find a more precise word for the context you are developing. Be careful not to overuse your thesaurus.

*Keep in mind the characteristics of effective writing:*

- awareness of audience (appropriateness of tone and use of correct language)
- completeness of information (enough detail to fulfill purpose)
- relevance of information (all details pertain to the purpose)
- clarity of information (all details are specific and easily understood by the reader)

*Proofread your work and correct your errors directly on your first draft.* Double space if you think it will allow you to make corrections more easily.

## **Part B: Reading**

*Read the material using the strategy which works best for you:*

- a. *Read the selection and think carefully about it before you attempt any of the multiple-choice questions associated with the reading selection.*
- b. *Read the questions first and then read the selection, keeping in mind the questions you will need to answer.*

Each set of multiple-choice questions is designed to take you back through the

reading selection in a certain way. The questions are ordered according to the location of the answers in the passage. For example, the answer to the first question will likely appear near the beginning of the passage, and so on. Questions relating to the reading selection as a whole will appear at the end of the set of questions.

*Make sure you consider all forms of information provided.* Information will be presented not only in words but in visual forms such as cartoons, pictures, or charts.

*Take the time to re-read the lines that are referred to in question.* Many questions contain quotations from the selection with line references indicated. It is always worthwhile to re-read the lines that are referenced and consider the meanings of these lines in their immediate context in the selection and in the context of the selection as a whole.

*When answering “best answer” questions, be sure to read carefully all four alternatives (A, B, C, and D) before choosing the answer that you think is best.* Some of the questions are designed to test your ability to make a judgment. These questions will always include a bold-faced qualifier in their stems such as **best**, **most strongly**, or **most clearly**. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the reading selection into account or can be supported most strongly by reference to the reading selection.

*Work from partial knowledge when it is appropriate to do so.* If a correct or best answer does not become obvious to you fairly quickly, you may want to eliminate the answers that seem least appropriate and then use your judgment to select an answer from those that remain.



## *Credits*

Walter Van Tilburg Clark, from *The Portable Phonograph*. Reprinted by permission of the publisher.

Elizabeth Brewster. “Jamie” from Alberta Heritage Learning Resources Project.

“Abby Hoffman,” from *Women of Canada Kit*. Federation of Women Teachers’ Association of Ontario.

Donald H. Graves, *Build a Literate Classroom* (Toronto: Irwin Publishing, 1991) p. 183.

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